

EDSON MINOR SOCCER COACHING GUIDEBOOK FOR UNDER 6'S



2005

Prepared by Roger Redman
EMS Technical Director, NWC Technical Assistant and ASA Staff Coach

For
Edson Minor Soccer Association

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And
Mr. Neil Turnbull

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SKILLS CHECKLIST

(What skills should my players be able to perform, and at what age)

2 – 4 Year Olds

FOCUS OF PRACTICE

Goals
Fun Games
2 V 2

MAIN THEME: LOCOMOTOR AND STABILITY

SKILLS PERFORMED

Running/Jumping/Turning/Kicking with Both Feet/Stopping and Starting/Falling /Dodging/
Balancing/Coordination

4 – 6 Year Olds

FOCUS OF PRACTICE

Lines
Goals
Fun Games
1 V 1, 2 V 2, 3 V 3

MAIN THEME: SMALL-SIDED GAMES

SKILLS PERFORMED

Running/Jumping/Turning/Kicking with both feet/Stopping. All these skills should be done with and without A ball. Passing over very short distances using the inside of both right and left feet.

6 – 8 Year Olds

FOCUS OF PRACTICE

Lines
Goals
Fun Games
Triangles
1 V 1, 2 V 2, 3 V 3

MAIN THEME: RUNNING WITH THE BALL

SKILLS PERFORMED

Running/Jumping/Turning/Kicking ball using the instep of both right and left feet/Stopping/All these skills should be done with and without a ball. Passing over short distances using the inside of both right and left feet. Basic Goalkeeping skills

8 – 10 Year Olds

FOCUS OF PRACTICE

Lines/Circles/Relays/Grids
Triangles/Rectangles/Diamonds
Goals
Competitions and Fun Games
1 V 1, 2 V 2, 3 V 3

MAIN THEME: INDIVIDUAL BALL POSSESSION

SKILLS PERFORMED

Dribbling/Turning/Kicking/Shooting with instep of both right and left feet/Stopping/Passing/Control with lower body/Goalkeeping/Throw-ins/Tackling/
Basic Heading skills/Team Shape

10 – 12 Year Olds

FOCUS OF PRACTICE

Grids/Lines/Circles/Relays/Goals
Triangles/Rectangles/Squares
Diamond Shape/Small Sided Games
Competitions and Fun Games
1 V 1, 2 V 2, 2 V 1, 3 V 3, 2 V 3

MAIN THEME: GROUP POSSESSION OF BALL

SKILLS PERFORMED

Dribbling/Turning/Shooting/Volleying/Heading
Passing/Control with upper body/Goalkeeping/
Support/Throw-ins/Tackling/Team Shape/
Overlaps

12 – 14 Year Olds

FOCUS OF PRACTICE

Grids/Lines/Circles/Relays
Triangles/Rectangles/Squares
Diamond Shape
Goals/Small Sided Games
Competitions, Fun, and Tactical Games
Offence Vs. Defence,
2 V 2, 2 V 1, 3 V 3, 3 V 2, etc.

MAIN THEME: INDIVIDUAL TACTICS

SKILLS PERFORMED

Dribbling/Turning/Shooting/Volleying/Heading
Passing/Control/Goalkeeping/Crossing/Finishing/
Support/Throw-ins/Tackling/Team Shape When
Attacking and Defending/Set Pieces/Tactics of
Attack and Defence/Overlapping/Teamwork

INTEGRATING PLAYER DEVELOPMENT NEEDS AND COACHING

What should you do with your players? This Guidebook will help you answer that question. Think about the characteristics of the players on your team. They are becoming more and more coordinated in their movements. For some of them adding a soccer ball to control may make it more difficult. Some of your players are use to having a ball or a Soccer ball at their feet. At this time we are concerned with the player learning to control their bodies and the Soccer ball. They are still very egocentric or self-centered and are beginning to expand their understanding of concepts like cooperation or competition. It is very important that the players continue to learn to cooperate by working with a partner or in small groups (2 or 3 others). These kids are highly creative, imaginative and great at imitating. The activities should be geared towards games that are structured very informally. In short, "PLAY", and this is where you can jump in and have just as much fun as your players.

This last point is the key to our program being successful. What do kids do when they are not in school or sleeping? They are playing and this is how they learn about their world. Like most players, young soccer players do not learn soccer skills by standing in long lines doing structured drills and receiving formal coaching. Young Soccer Players learn best when the coach sets up a game, then stands back (or even better joins in) and lets the learning happen naturally.

GOALS OF THE UNDER 6 PROGRAM

The goal of the program is grounded in individual games and creative play. The majority of activities center on learning movement concepts such as Running, Jumping, Kicking, Catching, etc. as they relate specifically to soccer. The emphasis is also placed on play in small groups. The games are simple, easily taught and not demanding of skills. As children mature, they enjoy participation in Running, Tag, and Ball Games. This guidebook provides you with a few of those type games. A few team activities are also included and the ball games require the skills of Throwing, Catching, Dribbling, Passing, and Shooting.

The amount of learning that will take place and the level of stress encountered by the players will hinge on their abilities to treat the practice environment you have set up like play. Remember the more structured, formal and organized you make the training, the harder it becomes for the players to stay relaxed, have fun and learn. "Let the game be the Teacher".

It is important to understand that each coach makes a special contribution to the developing "football player". You are as important as every other coach within Edson Minor Soccer's developmental process. Think of it this way. If a child starts soccer at Three years old and plays to adulthood, that gives us about fifteen years of development which has to be planned in order to ensure each player receives the greatest benefits from organized youth soccer. It's like a big puzzle in which you are one piece. You may be a big piece or a small piece. You may be the first piece put down or the last. Whatever your role and position, you are important to the long-term development of each player. Without your piece, the puzzle of soccer development is incomplete. So ask yourself, "WHAT IS MY ROLE IN THE DEVELOPMENT OF EACH PLAYER?"

WHY PLAY 3 V 3 (small sided games)?

The priority is to motivate players in an environment that is conducive to learning. The more pleasure kids derive from their participation, the more they wish to play and practice on their own. While their instinct to play is natural, their appreciation and passion for “football” must be cultivated. Playing 3 v 3 is the foundation to set such goals because it:

- Allows a player to frequently touch the “TOY” on the field.
- Presents many opportunities to score gooooooooooooooals and score often.
- Encourages defending by making regaining possession of the ball a productive, fun and rewarding part of the game.
- Maximizes active participation and minimizes inactivity and boredom.
- Provides well-organized playing environment with improvised fields.
- Reflects the philosophy of player development expressed in Alberta, Canada, and the World.
- Eliminates the complicated rules such as offside that may hinder younger kids from “playing”.
- Reflects the appropriate role of the coach as a “COAXER”
- Make the game more “first year coach” friendly, because the game is simpler. This should make it easier to recruit more volunteer “coaches”.
- Helps stop over coaching of the game
- Allows for all of the components that are present in the 11 v 11 game.
- The basic team unit of soccer is three. Triangles form the basic tactical formation.
- Most importantly it allows the GAME to be the TEACHER.

Goalkeepers are not used in the 2 v 2 or 3 v 3 games because they must become field players first. Before specializing as goalkeepers, kids must learn the broader parameters of “play”. This would be very difficult to do when they hide between the post and swing from the crossbar. Keepers must also learn intuition, and anticipation, from moving in and playing the game of Soccer. Goalies must possess field-playing skill. This is particularly true since the *Laws of the Game* require the goalkeeper in the 11 a side game to play without the use of their hands, at certain times of the game.

Starting with small-sided games will help develop “**SKILL**” that is realistic, such as:

- Motor ability
- Balance
- Agility
- Coordination
- Perception; insight and awareness
- Vision and problem solving
- Choices and decisions
- Physical fitness
- Fun, enjoyment, and competition
- Learning by discovery
- PLAYING

Repetition is one of the most important aspects over the long process of developing soccer skills. Playing this new structure will minimize lines and waiting, and maximize participation. Youngsters will recognize differing situations that are constantly repeated. Repetition influences: skill required to play the game (dribbling, passing, shooting, etc.), decisions and choices that occur during the game.

Role of the COACH

In this structure the role of the coach is more of a “COAXER”. In the 3 v 3 game, the coach sets up the games and the conditions for learning, provides a safe supportive environment and allows the game to teach. The coach becomes a manager of the games with the idea to develop and improve the soccer performance of the players. The small-sided games help the coach to become more familiar with the three main areas of the game:

1. When the team is in possession of the ball (***attacking***).
2. When the team is trying to regain possession of the ball (***defending***).
3. When the ball changes possession (***transition***).

When the players and parents are being introduced to small-sided games for the first time, things will not go perfectly. The teaching of the game and the organization of the practices will require time for everyone to familiarize himself or herself with. After a week or two, I hope, there should be no difficulties. We need to be **patient**, the principles of the game are right. The game is right. **The rewards will be in the children’s enjoyment of playing.**

Coaching in Games and Competitions: Triangles and Diamonds

Your time to really shine and take full charge of your team’s coaching will occur during their practice games and competitions. Players must become accustomed to having teammates in which to pass to and receive passes from. This also means getting used to a much bigger field. Therefore, the focus of your game coaching should contain tactical comments as well as technical comments to reinforce what is being learned in the practice exercises. It is my recommendation that the following occurs:

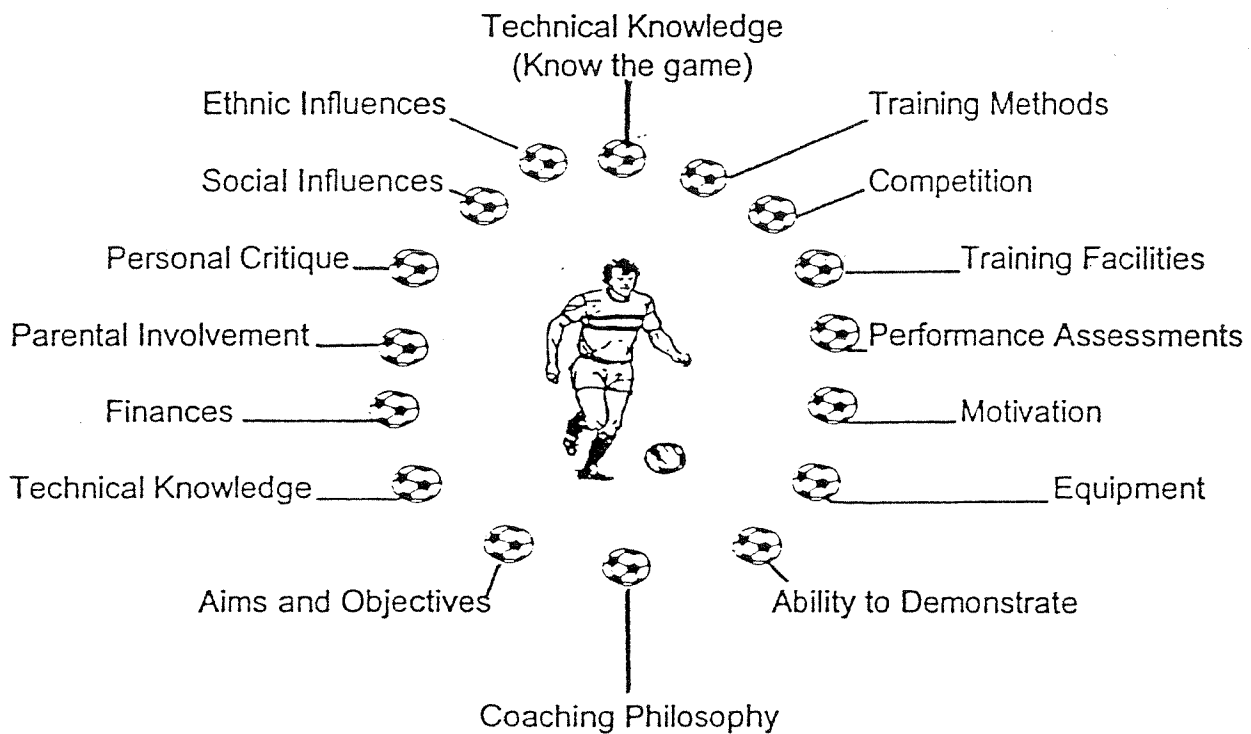
- Do not worry about the score in practice or in competitions; instead ask yourself, “How is the team playing?” and “How is each individual playing?” I know that the kids will tell you the score after anyway, so try to not put a lot of importance on it.
- Play ***all*** players in ***all*** positions. It is madding to hear a nine or ten year old say that he/she is a fullback and cannot or does not know how to play forward.
- Focus on the overall shape of the team more so than the actual positions as a means of keeping players properly spaced.
- Positively reinforce the effort, not the outcome, and reinforce all efforts, all the time.

COACHING OBJECTIVES

To coach the modern player you must be able to deal with a variation of problems that the cosmopolitan players bring to the practice field.

The organizational skills that are so vitally important if the coach expects to get the maximum from his or her players.

Below are just a few of the Factors that the coach would need to deal with successfully if he or she ever expected to be a successful coach.



Which of these soccer balls do you find hard to control? As a coach you must control them all!

COACHING MUSTS

- YOU MUST BE ORGANIZED
- YOU MUST DEMAND STANDARDS
- YOU MUST BE ENTHUSIASTIC
- YOU MUST CREATE ENJOYMENT
- YOU MUST LOOK THE PART

Every coach has his / her own philosophy on the game of soccer and how they feel it should be played. The philosophy is what will guide you through all your coaching decisions regardless to what they may be. Knowing your personal philosophies and the demand on you at your club level, you must realize that you are not being asked to make radical changes to your thoughts when you are asked to coach with this mission statement, to develop players to perform at the professional & national level with A "POSSESSION OF THE BALL MENTALITY".

Having established your own goals and being in belief of this possession of the ball mentality, you must ask yourself the following questions:

- DO I UNDERSTAND WHAT IS EXPECTED OF ME
- WHY I AM COACHING
- CAN I ACCEPT CRITIQUE
- DO I HAVE THE ORGANIZATIONAL SKILLS

THREE KEY INGREDIENTS

- YOU MUST HAVE TARGETS
- YOU MUST HAVE SUPPORTING PLAYERS
- YOU MUST HAVE OPPOSING PLAYERS

SEASON OBJECTIVES

The U-4 to U-10 coach's piece of the player development puzzle can be spelled out in the season objectives and skills checklist. Keep these objectives and skills in mind every time you spend a game or practice with your team. When you ask yourself what your contribution to these players is, just look over the season objectives and skills checklist to remind yourself. You should periodically monitor these objectives and skills throughout the season to see if players are on the right track and making progress.

Locomotor Skills – Players will show improvement in running, side stepping, leaping, jumping, starting and stopping.

Stability Skills – Players will show improvements in both static and dynamic balance, and dodging.

Dribbling – Players will attempt to use both feet and improve balance and coordination.

Shooting – Players will attempt to shoot the ball using the instep (laces) of both right and left feet.

Passing – Players will attempt to pass the ball using the inside of both right and left feet.

Controlling – Players will attempt to control the ball first before passing it. Do not let players simply kick and chase.

Heading – Players will make an effort and attempt to head the ball. Players will not be as afraid and shy away.

Catching – Players, as Goalkeepers, will be able to catch a ball rolled or thrown towards them as a ball thrown directly above them.

Rolling – Players, as Goalkeepers, will be able to roll the ball to the feet of another player over short distance.

Scrimmage – Players will attempt to use all the general space, spread out instead of swarm around the ball, and begin to appreciate and understand the basic rules and boundaries necessary to play soccer. Players will also begin to understand the concept of cooperation and attempt making passes to teammates.

Affective – Players will have “FUN”, develop self-confidence and intrinsic motivation towards the game of soccer football.



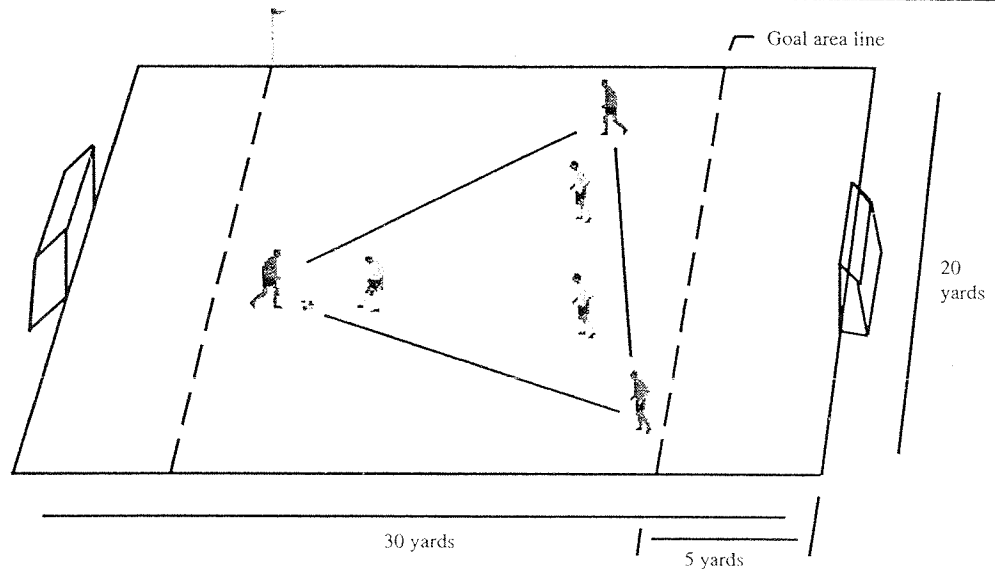
UNDER 6 PLAYING STRUCTURE

- Play 3 V 3 with a Coach (Coaxer) and an Assistant Coach (Game Supervisor).
- Teams will have no more than 8 players.
- Field size should be about 30yd x 20yd (with a 5yd goal area line), and play with a size 3 ball
- Team will practice for 15 minutes then play two 15-minute games.
- You will split your team in half, and play one half of the opposing team.
- You will switch opponents after 15 minutes.
- Each of the coaches/coaxers will be responsible for one half of their team.
- Coach/Coaxer referees the games; this will help the coach/Coaxer to coach their team, as they will be right on the field with them.
- No offside or goalies and **all** free kicks are indirect (ball must be touched by a player, other than the one taking the kick, for a goal to be scored). There are no Penalty kicks.
- Game is started by a kick-off at center and restarted the same way after a goal.
- No throw-ins, when ball go into touch opposite team passes ball in.
- Goal kick (taken from within the goal area) or corner kick (taken from within the corner-arc) when the ball goes out the ends, outside of the goalpost.
- Substitution on the fly, if needed.
- Goals should be about 10 feet wide and 5 feet high.



SCHEMER THREES

THREE VERSUS THREE WITHOUT GOALKEEPERS



THEMES FOR PLAYER DEVELOPMENT

- Running with the ball (main theme)
- Dribbling and turning

TEAM SHAPE: *TRIANGLES*

- Team with the ball makes the big triangle
- Team without the ball: smaller triangle inside the big one

SCHEMER

- Player with the ball: controls the game
- Encourage the schemer to run/turn/dribble/shoot/pass

PRESSER

- Closest opponent to the schemer becomes the presser
 - Presser tries to get the ball from the schemer
- Then becomes the schemer as the teams switch roles when ball changes possession

**TECHNICAL
TID FOR TON
UNDER
SIX
SOCCER
PLAYERS**

Coaching Session Plan Sheet

Session No: _____

organization checklist

Date _____

Players

1	7	13	19
2	8	14	20
3	9	15	21
4	10	16	22
5	11	17	23
6	12	18	24

Equipment

1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Session Objectives

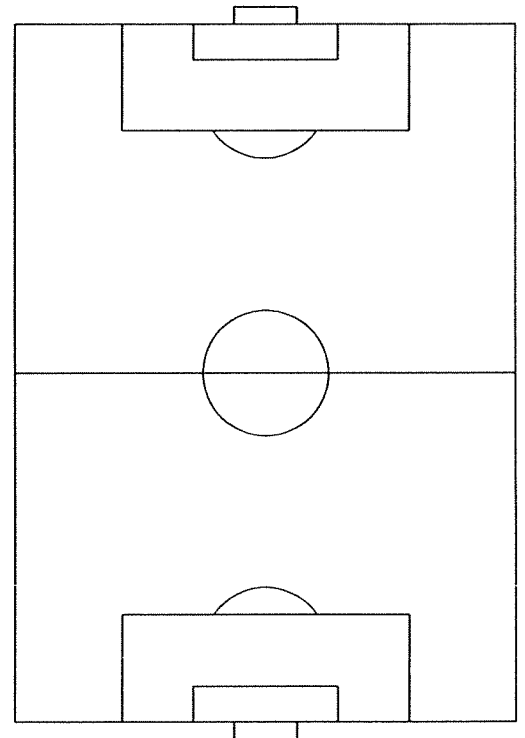
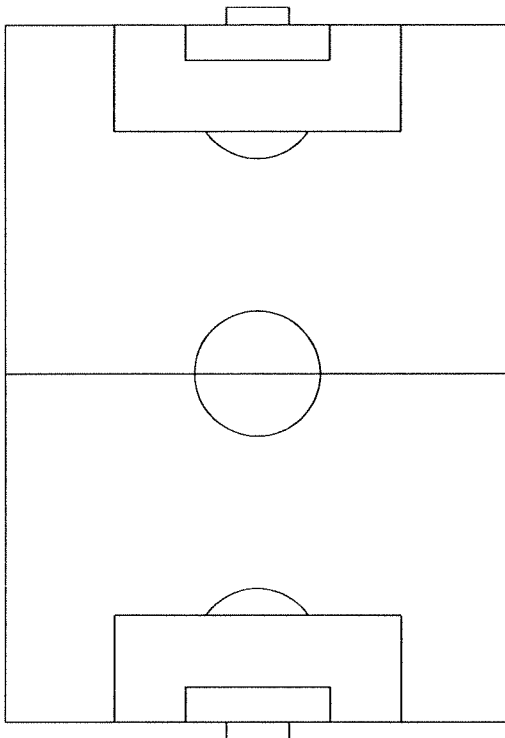
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Drills

1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Warm-up 1 _____ 2 _____

Comments: _____

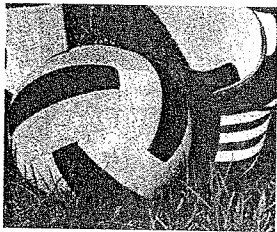


Passing and Control

There are various techniques involved in passing and controlling a soccer ball. Although young soccer players must learn to master all of them if they wish to play at the highest level, we have focused on four basic techniques of passing and three basic techniques of controlling a ball using the feet.

The pictures below highlight the parts of the foot involved in each technique and provide a visual reference for the coach or player. This visual reference will also help in relating the coaching points highlighted in the practice sessions that follow.

Parts of the foot involved in basic kicking techniques:



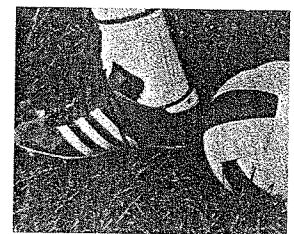
Kick with the
Instep (laces)



Kick with the
Inside of foot



Kick with the
Outside of foot



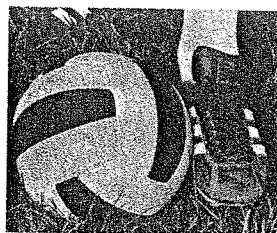
Kick with the
Heel (backheel)

In terms of the coaching points outlined in this section the pictures shown here provide an answer for the phrase "part of foot". The phrase "part of ball" refers to where on the ball contact is made by the particular "part of foot". A ball struck at the mid-point, for example would tend to travel straight and low, whereas striking the ball below the mid-point would tend to make the ball rise; regardless of the "part of foot" used. In addition the ball can be made to swerve by striking the ball to the side of the mid-point which induces the spin necessary for that particular technique to be effective. Understanding the "science behind the phrase "part of foot; part of ball" will help the coach and the player solve problems involved in all kicking techniques.

Parts of the foot involved in basic controlling techniques:



Control with the
sole of the foot.



Control with the
inside of the foot.



Control with the
outside of the foot.

In terms of controlling a ball the above pictures provide a reference as to the part of the foot or "surface" used, however, a coach must understand that "cushioning" the ball by relaxing or withdrawing the surface takes the pace off of it and allows a player to pass, shoot or dribble as required.

Individual Techniques

Notes:

Free Dribble

Allow the players to dribble freely within a defined area. Encourage them to show you tricks, especially those that the team has practiced in previous practices.

Skipping

Players are encouraged to move with a ball inside of defined area. They should touch the ball every time that their foot is about to touch the ground. They can use the inside and outside of the foot and should be asked to move the ball side to side with each touch

Running with the Ball

Running with the ball is similar to dribbling as it is a single player moving with the ball. It is dissimilar in that players run with the ball quickly into open space and often without changing direction until they become close to a defender or the goalkeeper. When running with the ball, encourage players to use the top of the foot and to push the ball two to three strides in front.

Turns

Stop Turn:

The player places the ball on top of the ball (stopping it) as they continue moving to the other side of the ball. They then turn and dribble back in the opposite direction.

Stop Turn:



Inside Hook:

Using the inside of the foot, the player reaches forward, hooking the inside of their foot around the front of the ball. This should stop the ball and move it back into the area that the player was originally dribbled from.

Inside Hook:



Outside Hook:

Using the outside of the foot, the player reaches forward, hooking the outside of their foot around the front of the ball. This should stop the ball and move it back into the area that the player was originally dribbled from.

Outside Hook:



Cruyff Turn:

Stepping in front of the ball with one foot, the player uses the inside of the foot to hook the ball backwards behind the foot they are standing on. The player dribbles back into the area that they originally dribbled from.

Cruyff Turn:



Beating Opponent One versus One

Notes:

Matthew's Move:

As the player dribbles forward, they jump to one side of the ball onto one foot. They then push the ball in the opposite direction with the outside of the other foot.

Scissors / Step Over:

As the player dribbles forward, with the foot closest to the ball, the player steps around the front of the ball to the other side. They then push the ball in the opposite direction using the outside of the other foot.

Double Scissors:

Same as the Scissors, however the player steps around the front of the ball with both feet and then pushes the ball away using the outside of the foot of the leg that they first stepped with.

Shielding

Crucial to keeping the ball in possession as an individual, shielding asks the player to keep their body between the ball and the defender trying to steal the ball.

Group Exercises

Passing Through Windows

The players are encouraged to pass the ball with a partner as they move within a defined area amongst the remainder of the team. In order to receive a pass from their partner, they are asked to find the largest areas ('WINDOWS') between the other players moving around. The larger the WINDOW, the easier the pass will be. The passer is encouraged to pass the ball before the WINDOW closes.



important

important

WHEN DO WE PRACTICE HEADING?

HEADING, like passing and tactics, is a technique that we spend too much time worrying about too early in a player's development. We as adults recognize that heading is an important part of the game. We have seen older players play live or on television, and we have seen that they use their heads in many parts of the field. However, young players within mini soccer do not understand that headers are used for defensive purposes when challenging a defender, nor do they understand that a header is used in attack by the striker/forward to pass the ball back to a supporting midfielder. In fact, many coaches of mini players do not understand this. Why? Because it is not part of the mini game. Rarely do we see the ball kicked high; young players do not have the strength or ability! Rarely do we see a cross from the side line in mini soccer allowing a teammate to score with a header, it just does not happen!

Yet we often see players lined up with the coach or a teammate tossing the ball at their head. Look at the player's body language and you will see a tightened, frightened look on the face, and a neck which has shortened in an attempt to pull itself and the head that will soon be hit with this "tossed boulder".

Let us save the young players from this anxiety. When you are introducing heading before 11 years of age, introduce it in the context of juggling. Here they learn how it can help them instead of how it can hurt them. Before age 11 we are concerned with teaching players the skills required to play the game on the ground. These include dribbling, running with the ball, and the early mechanics of passing with the inside and front of the foot. Another idea for introducing heading is indoors with 'balloons' or 'Nerf' balls. Design a fun game where the players must head the ball or balloon to keep it off the ground/floor. The concept of heading is taught, and players begin to realize through these fun activities or juggling that the head can be used in soccer.

Last comment on heading. **Age appropriate heading training should be a regular, basic part of every training program.** When you do begin to work with players 11 and older, plan heading into every training session for five minutes. This five minute period will allow the players to practice heading without the 45 minute heading exercises that coaches have traditionally planned into their sessions. Five minutes per practice will help players retain the heading technique longer than the single 45 minutes of heading.

The feet are the furthest point away from the brain and will take the longest to develop, train the feet first and the head last.

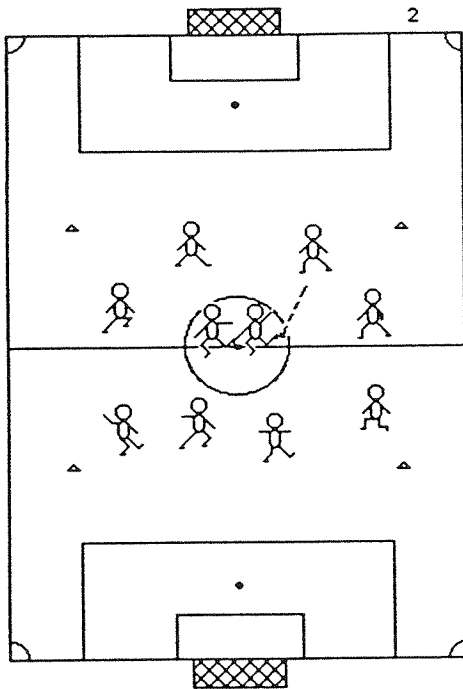
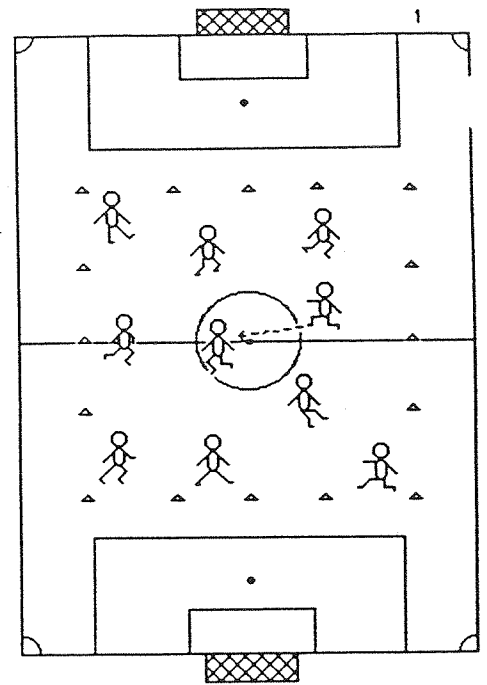
SUGGESTIONS FOR HEADING TRAINING

1. It is important to use the proper type of ball to avoid injuries, especially for younger players. Never use a ball that is too heavy or too hard. For beginners, foam rubber balls or nerf balls are ideal. If you are not sure about the suitability of the ball in question, skip the exercise.
2. Let the very young player learn the proper technique through self-discovery. The young player should start with the ball in their hands and place it on their head; **this can be one 5 minute practice.** When the player gains confidence, they can then move to holding the ball in their hands; directly in front of their forehead and tossing the ball (a few inches – only) onto their forehead; **yet another 5 minute practice.** Finally the player can try to juggle the ball - with the head, **one more 5 minute practice.**
3. With young players, concentrate on the basic elements; *eyes open, mouth closed and contact the ball with the forehead.* Avoid interfering except to remedy basic problems.

PLAY ACTIVITY WITHOUT BALL

SIMPLE TAG

Organization : Limited number of players (Team size). Marked out playing field.)
 Tagged player joins tagger.
 No elimination method.
 Number of games : 1-3.

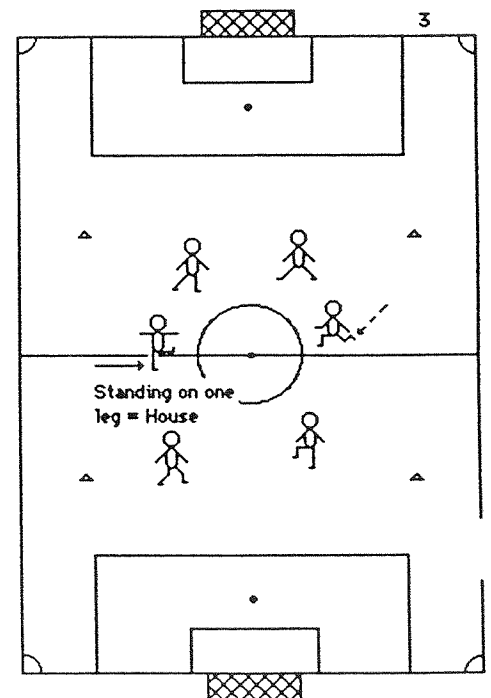


WOUNDED HARE TAG.

Organization : Limited number of players (Team size). Marked out playing field.
 Player tagged must also touch the same part of his/her body on which he or she was tagged.
 No elimination method.
 Number of games : 1-3.

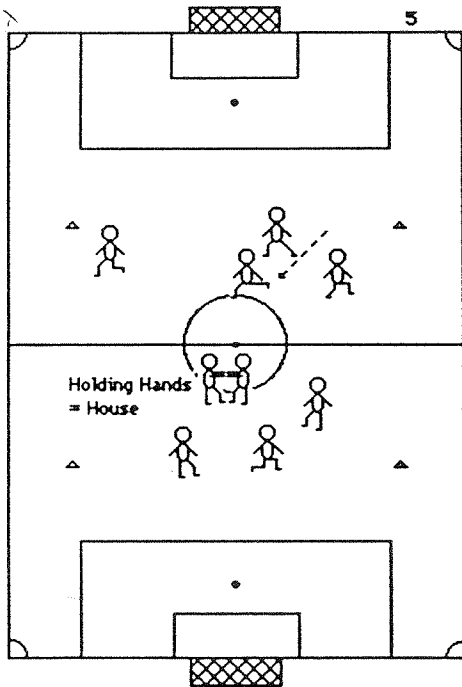
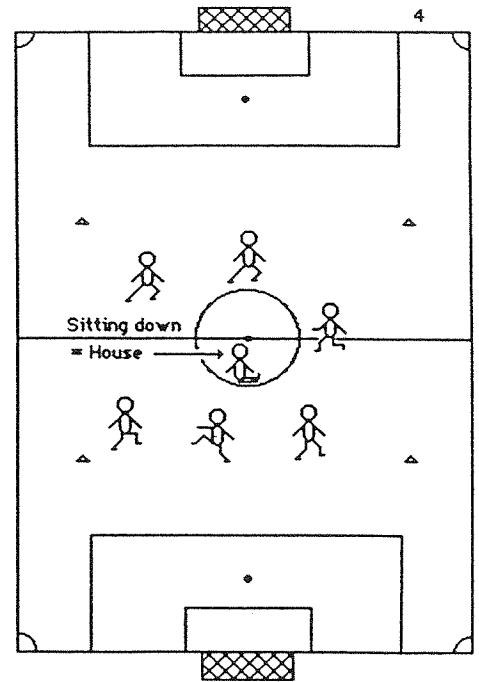
TAG WITH A HOUSE. (1)

Organization : Limited number of players (Team size). Marked out playing field.
 Player can avoid tag by building a "house" (standing on one leg).
 Tagged player joins tagger.
 No elimination method.
 Number of games : 1-3.



TAG WITH A HOUSE. (2)

Organization : Limited number of players (Team size). Marked out playing field. Player can avoid tag by building a "house" (sitting down). Tagged player joins tagger.
No elimination method.
Number of games : 1-3.

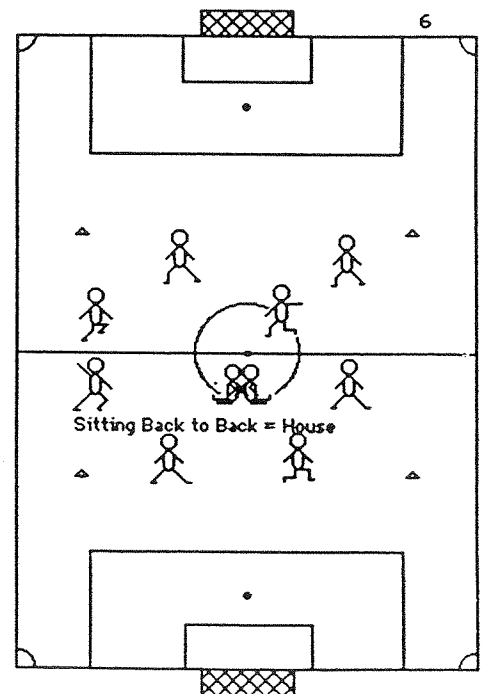


TAG WITH A HOUSE. (3)

Organization : Limited number of players (Team size). Marked out playing field.
Two (2) players can avoid tag by building a "house" (holding hands). Tagged player joins tagger.
No elimination method.
Number of Games : 1-3.

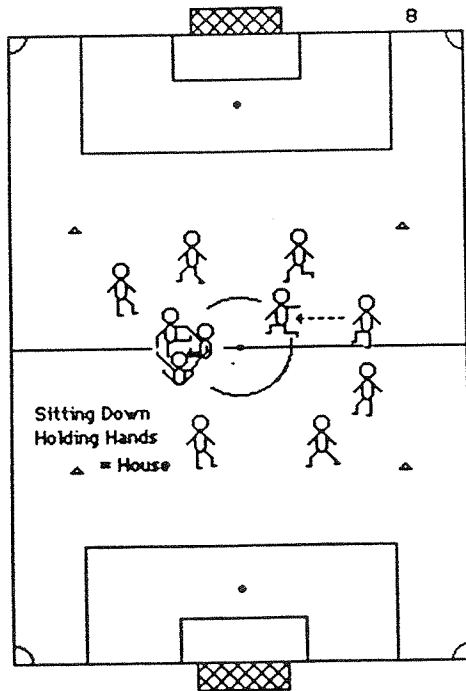
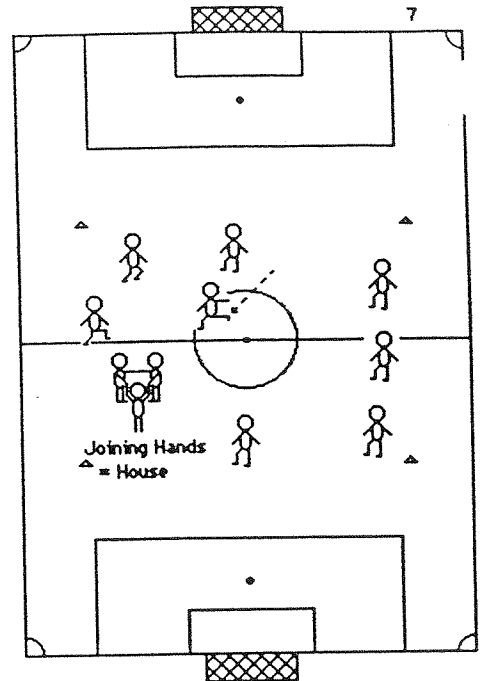
TAG WITH A HOUSE. (4)

Organization : Limited number of players (Team size). Marked out playing field.
Two (2) players can avoid tag by building a "house" (sitting down back to back). Tagged player joins tagger.
No elimination method.
Number of games : 1-3.



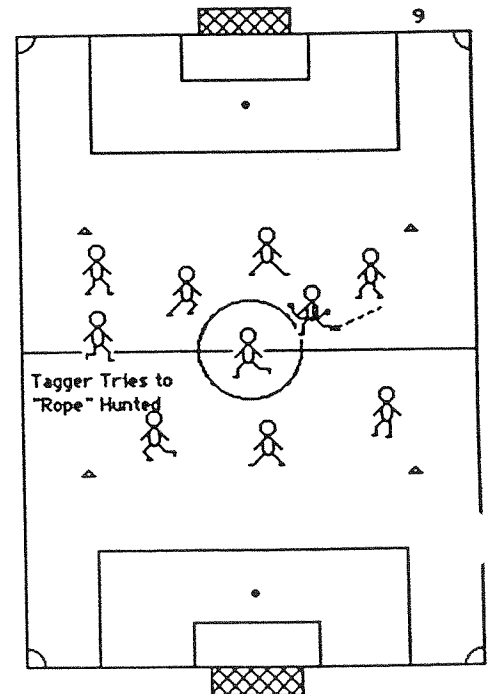
TAG WITH A HOUSE. (5)

Organization : Limited number of players (Team size). Marked out playing field.
 Three (3) players can avoid tag by building a "house" (holding hands). Tagged player joins tagger.
 No elimination method.
 Number of games : 1-3.



TAG WITH A HOUSE. (6)

Organization : Limited number of players (Team size). Marked out playing field. Three (3) players can avoid tag by building a "house" (sitting down holding hands). Tagged player joins tagger.
 No elimination method.
 Number of Games : 1-3.



LASSO TAG.

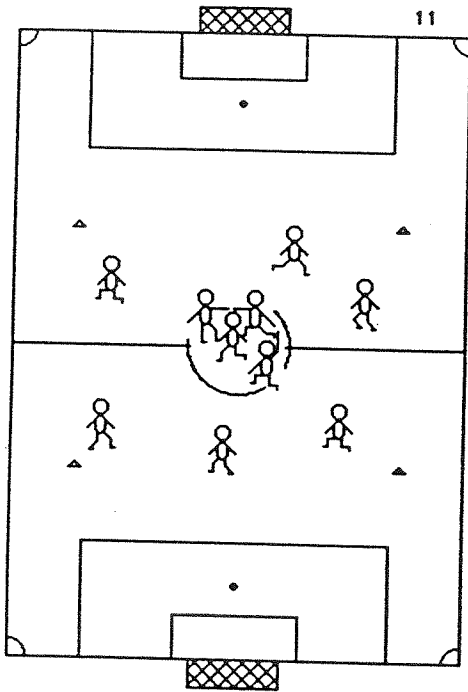
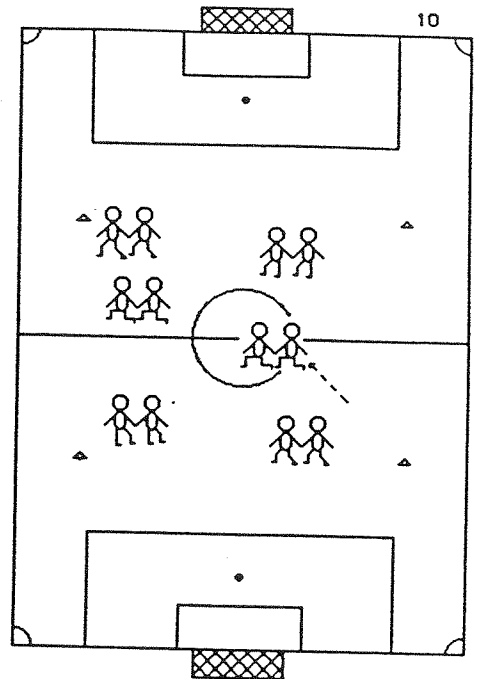
Organization : Limited number of players (Team size). Marked out playing field. Skipping ropes. The tagger takes the end of the skipping rope in both hands. Tags player by throwing rope over hunted player. Rope must not be used to strike player. Lassoed player joins tagger using another rope.
 No elimination method.
 Number of Games : 1-3.

PAIRED TAG.

Organization : Even number of players (Team size). Marked out playing field.

All players are paired off and holding hands the taggers (a pair) also chase the other pairs. Tagged pairs join taggers.

No elimination method.
Number of games : 1-3.

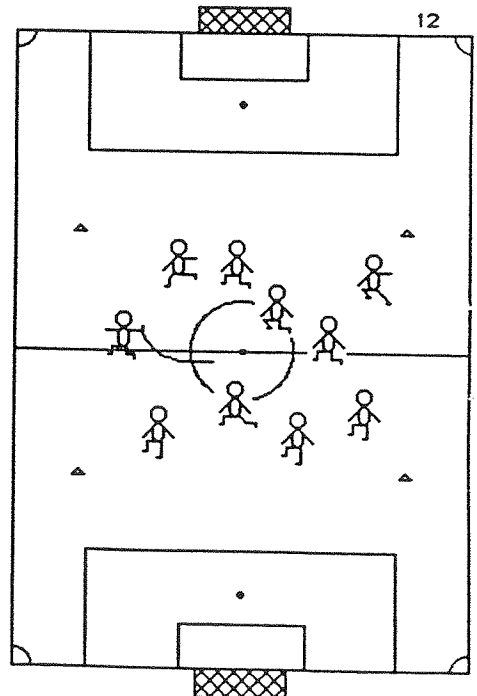


PRISON TAG.

Organization : Limited number of players (Team size). Marked out playing field.

Three (3) players clasp hands and encircle hunted prisoner. Tagged Prisoner joins taggers. Taggers split group after adding the 6th player.

No elimination method.
Number of games : 1-3.



ROB TAG.

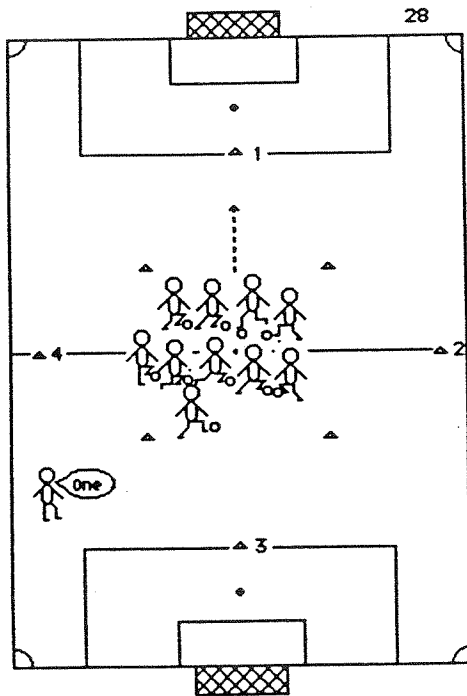
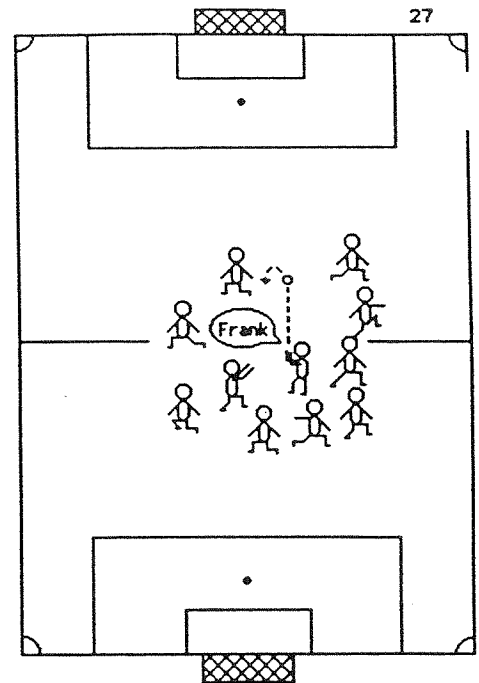
Organization : Limited number of players (Team size). Marked out playing field.

One (1) designated player is running - dragging a rope behind him. Taggers try to catch up and step on rope. Successful tagger takes over rope.

No elimination method.
Number of games : 1-3.

EXECUTION PLAY.

Organization : Limited number of players (Team size).
Coach throws ball into air calling a players name. Other players sprint away, player catches ball and shouts "freeze". Players then try to execute the closest player by throwing the ball for a hit below the waist. Hits are counted as points.
Time Game : 5 minutes.

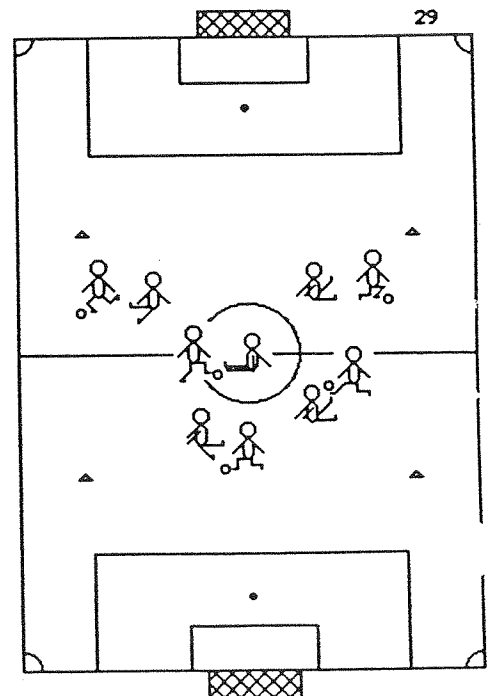


REACTION GAME.

Organization : Limited number of players (Team size).
Players are dribbling with a ball each in 4 small grids. Coach marks out 4 cones 10 meters away from the grid and numbers the cones 1 to 4. On command all players try to dribble around called number of cone. Last player(s) receive minus points.
Number of games : 1-3,

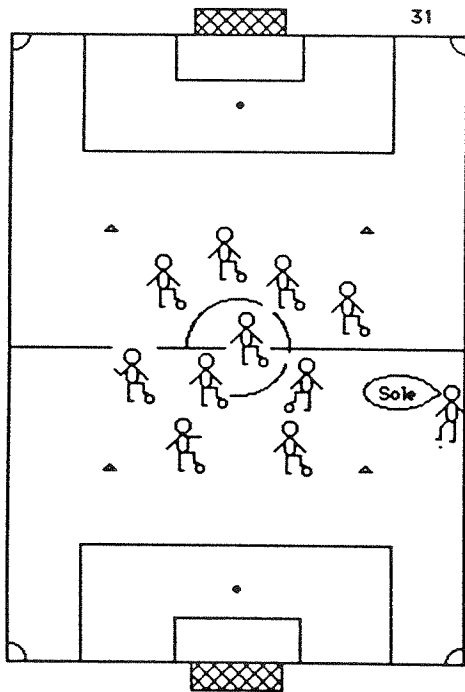
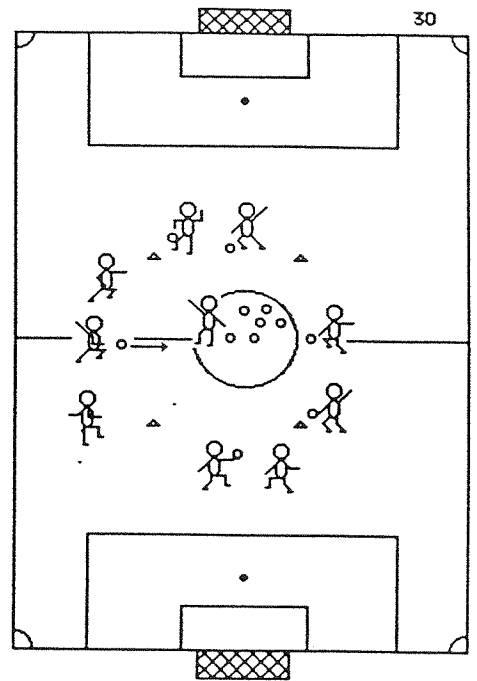
LOBSTER GAME.

Organization : Limited number of players (Team size).
Two (2) groups of players. One group dribbling with ball, the other group sitting. Players in sitting group are trying to trap as many balls possible from dribbling players.
Point for each captured ball.
Group does alternate.
Time game : 1-2 minutes.



DEFENDING THE CASTLE.

Organization : Limited number of players (Team size).
In a small marked out field one (1) player defends a number of balls inside the grid. Outside players try to "roll" their balls in order to "hit" unguarded balls inside.
Number of balls left are points.
Time Game : 1 minute.

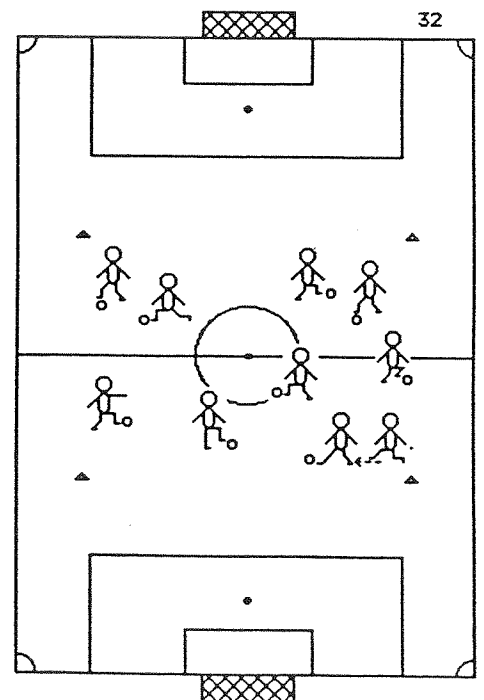


SIMON SAYS.

Organization : Limited number of players (Team size).
Players are dribbling in a marked out area. On command (by coach) players stop ball with the called out part of body.
Time Game : 1-3 minutes.

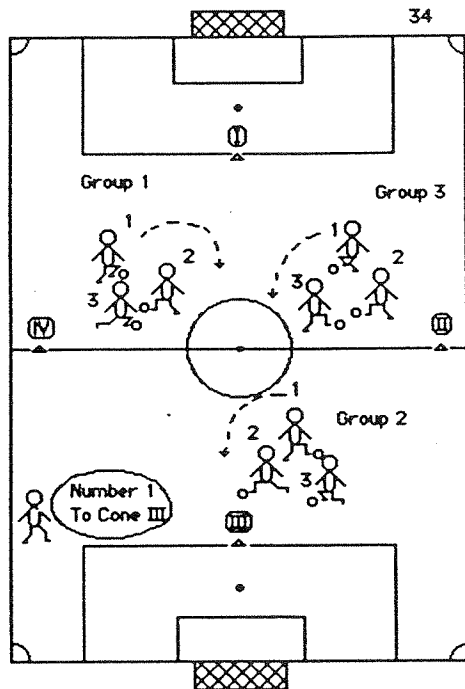
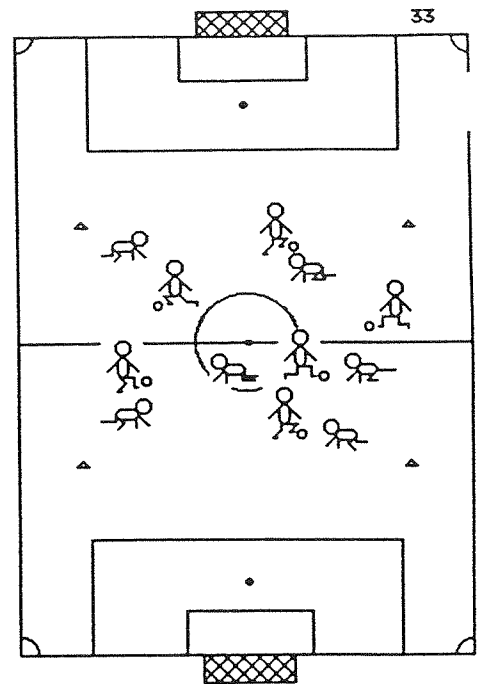
PIRATE GAME.

Organization : Limited number of players (Team size).
Players are dribbling in a marked out area. One designated player (pirate) tries to tackle ball away. Points for success.
Time game : 1 minute each player.



DOG GAME.

Organization : Limited number of players (Team size).
Players are split into two groups. One group are the "dogs"(on hands and feet), the other group is dribbling with one ball each. Dogs try to catch balls. Points awarded. Alternating groups.
Time game : 1-3 minutes.

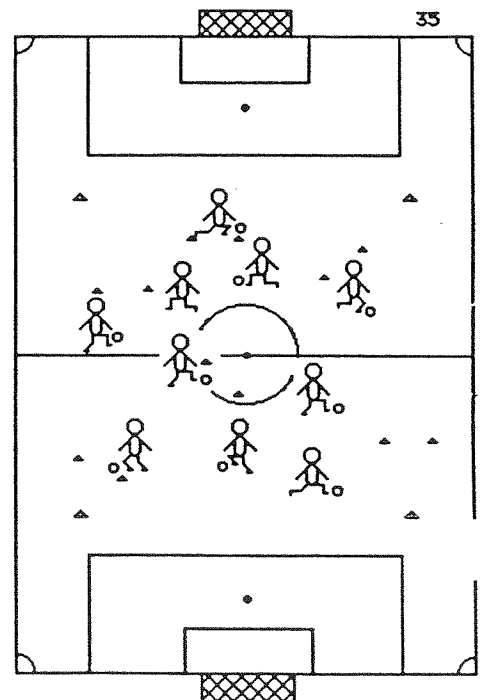


NUMBER GAME.

Organization : Limited number of players (Team size).
Players are divided into groups. Players in each group will receive numbers 1 to 3 or 4. On command each player with the same number dribbles around designated cone.
Points for fastest dribbling.
Time game : 1-3 minutes.

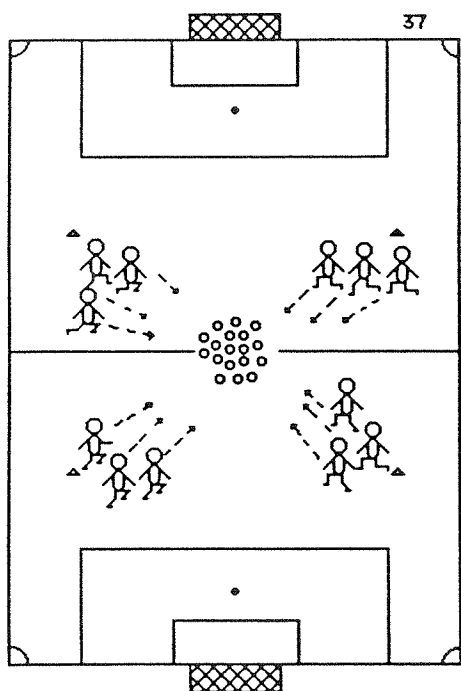
GOAL DRIBBLING.

Organization : Limited number of players (Team size).
In a marked out area 6-8 goals are placed (1 meter). Players on command are dribbling through goals. They can repeat dribbling through a goal only after having gone through every goal.
Time game : 1 minute.



GOAL PASSING.

Organization : Limited number of players (Team size) in a marked out area. 6-8 goals are placed (1 meter).
Players on command are passing ball through goals. They must run around goal to collect ball. They can repeat passing through a goal only after having gone through every goal.
Time Game : 1 minute.

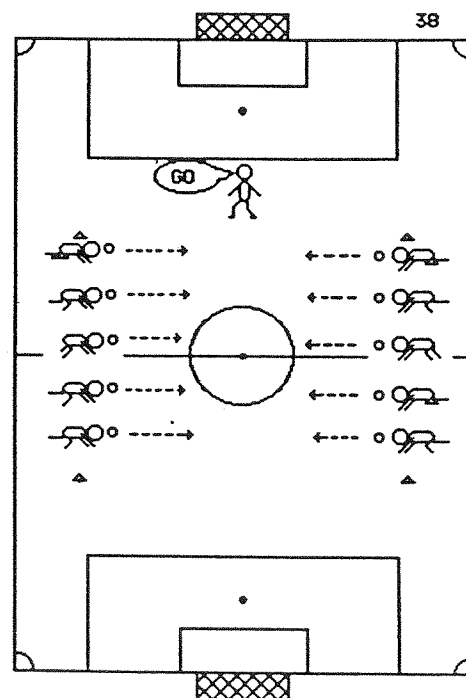
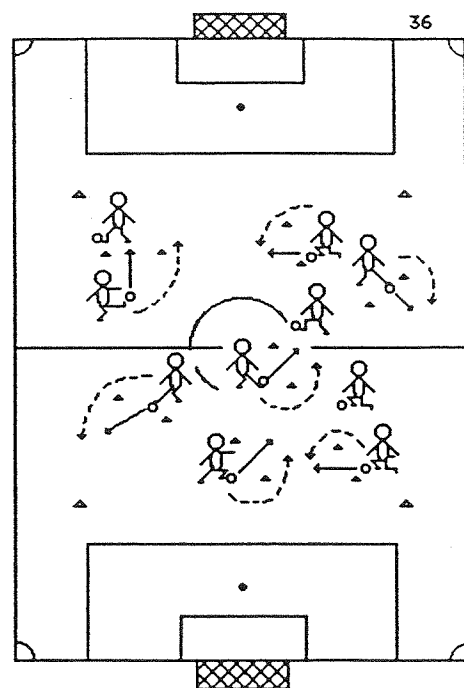


RETRIEVING BALLS.

Organization : Limited number of players (Team size).
Players are divided into 3 or 4 groups. They will start on command to retrieve balls placed in the middle of the groups.
Number of games : 1-3.

BALL ROLLING WITH THE HEAD.

Organization : Limited number of players (Team size).
Players are divided into two (2) groups. They start, on command, pushing the ball with their head across a spaced out area.
Number of games : 1-3.



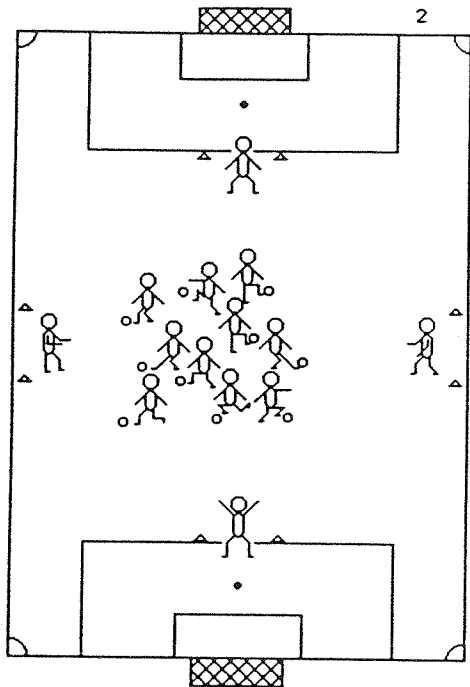
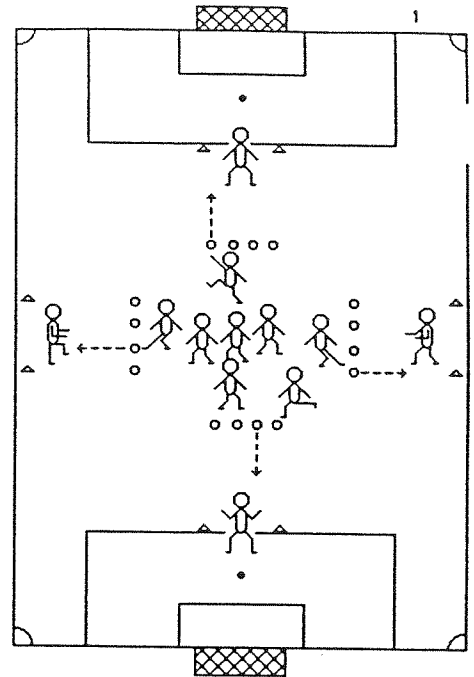
Season 1. - Phase 1.

Examples of U-6 Practice Session
- Kicking.

Kicking Stationary Ball :

Organization : Balls are placed 6 meters in front of 4 goals. Adults are acting as goalkeepers. Each player takes a run of 5 to 6 meters and kicks ball to score.

3 to 5 tries against each goalkeeper.



Kicking Rolling Ball :

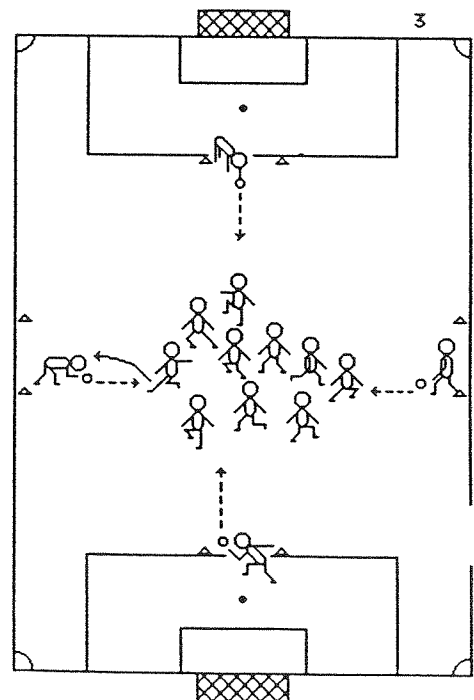
Organization : 4 goals marked out with cones. Adults as goalkeepers. Adults roll ball towards player. Player kicks ball and tries to score.

3 to 5 tries against each goalkeeper.

Running and Kicking the Ball :

Organization : 4 goals marked out with cones. Adults as goalkeepers. Players, each with ball, run towards goal and try to score.

3 to 5 tries against each goalkeeper.



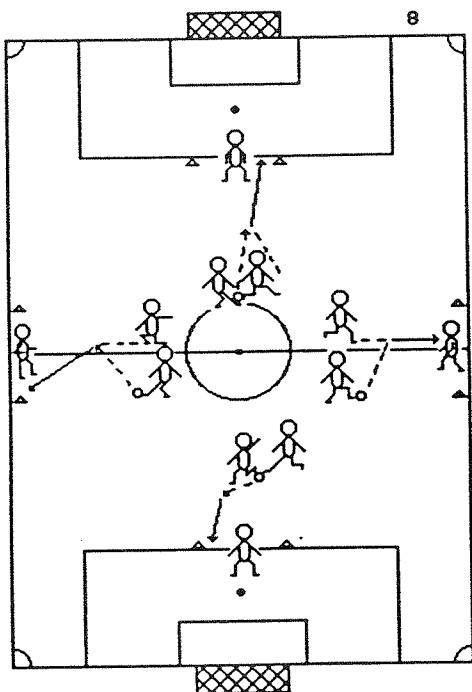
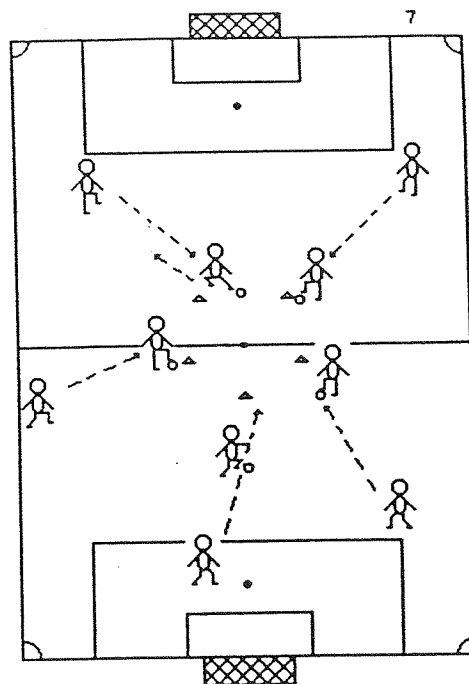
Season 1. - Phase 2.

Introducing a teammate.

Dribbling in Pairs.

Organization : Players in pairs are facing a cone 10 meters away. On command first player dribbles ball to the cone, leaves ball there and returns to tag his teammate who then runs to the ball and dribbles ball back. Which pair wins?

4 to 6 tries.



Kicking in Pairs.

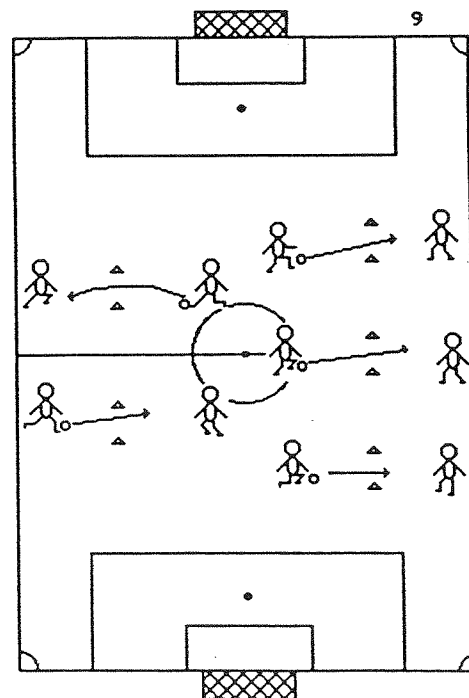
Organization : Players, in pairs, are facing goals from 10 meters away. One player of each pair pushes one player ahead for his teammate to score. Alternating passer and kicker.

Several tries.

Kicking in Pairs.

Organization : Players in pairs are trying to kick the ball through a small goal, back and forth. Successful scores can be counted.

1 to 2 minute time limit.

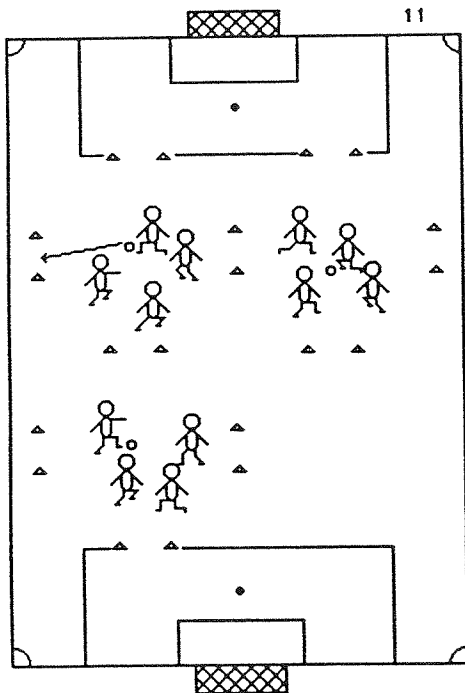
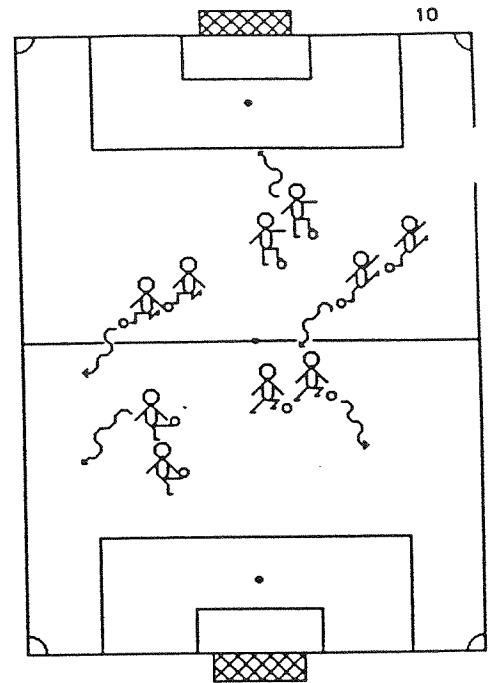


Introducing a teammate.

In Pairs - Follow the Leader.

Organization : Players in pairs, each with a ball, one of them starts dribbling. The other player tries to follow him as close as possible. Alternating leader.

Time limit, 1 minute.



2 vs 2.

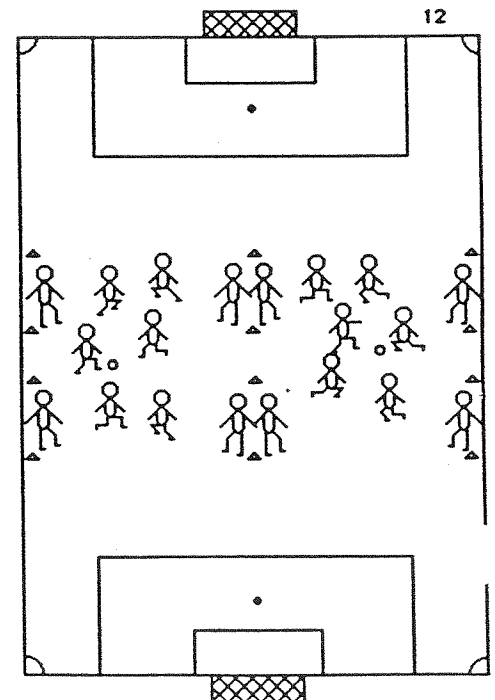
Organization : 4 small goals. No goalkeepers. Goal can be scored from the front as well as from the back.

Time limit, 2 minutes. 1 - 3 games.

3 vs 3.

Organization : 2 goals opposite each other with adult goalkeepers. Each team can score on any of the 4 goals.

Time limit : 2 Minutes. 1 - 3 games.



Multiple Goal Games

Four Goal Game:

Game Rules:

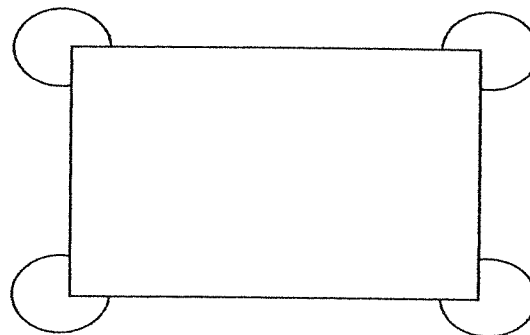
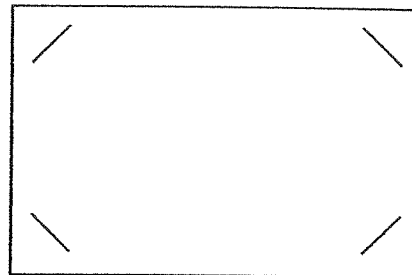
- ⌚ Set up game with in an area 15 x 25 metres,
- ⌚ 2 vs 2 or 3 vs 3 within area,
- ⌚ Play starts with coach passing ball to one team. Each team must pass at least twice before dribbling through one of the small goals,
- ⌚ When ball goes out of bounds on the side, re-start play with kick-in from the side on the field,
- ⌚ Game played for 2 minutes, then the players can take a short rest, or to allow time to change the opposition for each team (move teams to other fields),

Objectives:

- ⌚ To achieve pace of running with ball and accuracy in passing,
- ⌚ to recognize opportunities to pass or dribble.

Variations:

- ⌚ Place a small area in the corners of the field. Place a player in each of the corners. The players in the middle must pass at least twice before passing to one of the players in the corner areas for a goal.



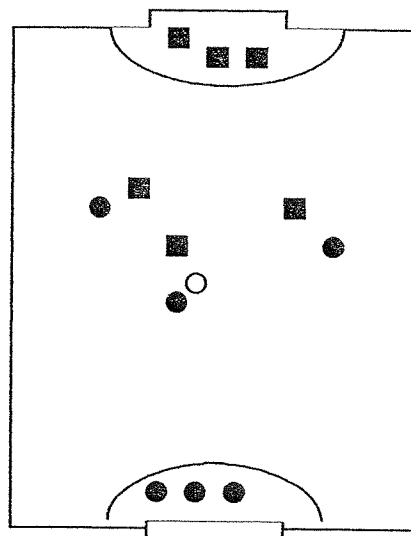
Change Game

Organization:

- ⌚ Group is split into two; if odd number, coach joins in or plays strongest team a player short,
- ⌚ In the example shown, three players from each team play a normal game,
- ⌚ Three players on each team are collective goalkeepers – within a designated area that the goalkeepers cannot leave and the players cannot enter,
- ⌚ Coach shouts “Change” and the on-field players run back to their goals without touching the ball again – and become the goalkeepers,
- ⌚ Goalkeeping teams become the on-field teams and move quickly to win possession of the ball,
- ⌚ Coach shouts “Change” at any time,
- ⌚ Make goals wide enough so that it’s not too difficult to score,
- ⌚ Any major infraction means a free shot from the half-way line, with no goalkeepers.

Teaching Points:

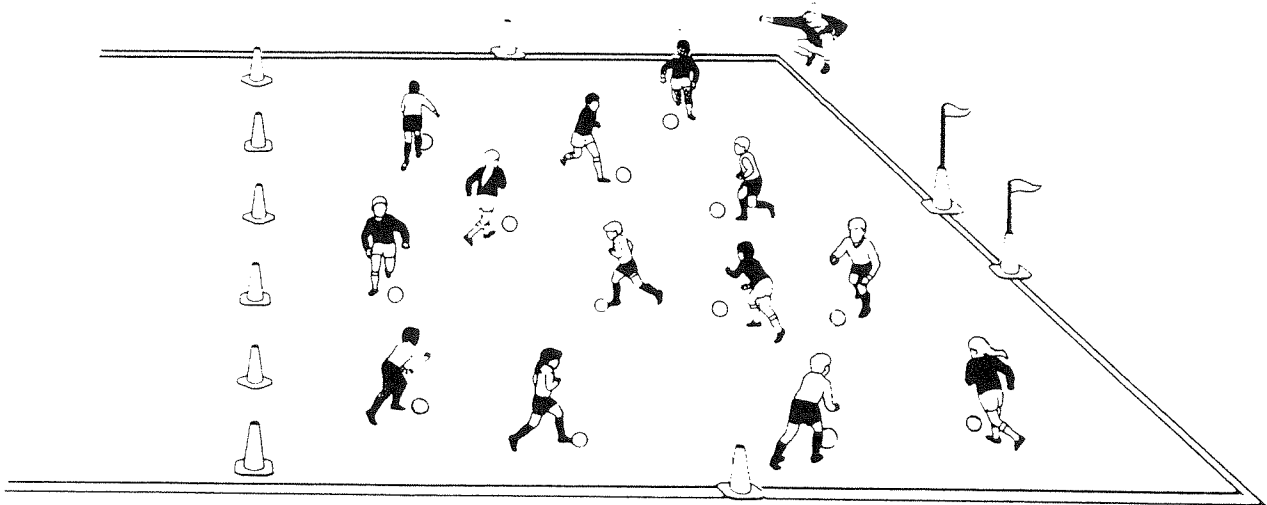
- ⌚ Encourage players to pass frequently in order to create scoring chances,
- ⌚ Encourage goalkeeping teams to move sideways together, as a wall,
- ⌚ Defenders should help each other and should stay on their feet as much as possible.



Square Dance

Objective

To start practice in a lively way with a fun warm-up that introduces and develops the fundamentals of dribbling.



Organization

- Mark a square approximately 15 yards by 15 yards, depending on numbers.
- Each player should have a ball.
- If not, use the "Change Soccer" principle: half the players inside the square each with a ball, half outside without a ball. Trade places on shout "Change!"
- Three instructions are given to the players inside the square:

"STOP" Put foot on top of ball quickly and freeze — like a statue!

"GO" Move right or left with the ball, fast, for three or four yards.

"TURN" Turn 180 degrees quickly with the ball and move three or four yards.

Teaching points

- Encourage players to keep the ball close to their feet.
- Occasionally insist on using left foot only or right foot only.
- Encourage players to keep their heads up while playing.
- See how many different ways they can turn with the ball.
- When introducing the instructions, do so one at a time with practice in between to avoid giving players too much at once.
- Later, incorporate your own ideas.

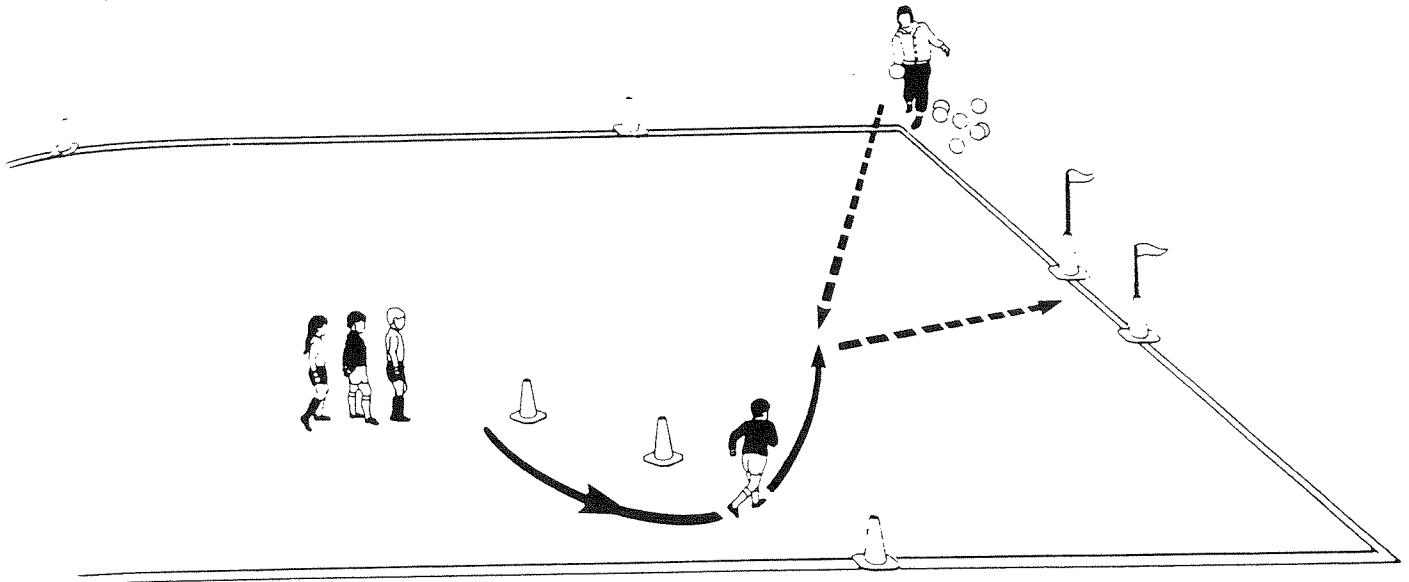
Target

- Stay in the area with the ball.
- No contact with other players or with other balls.

The Corner Shot

Objective

To develop accurate passing and shooting with both feet, and gain a simple understanding of corner kicks.



Organization

- Place balls at corners of playing area.
- Coach rolls ball by foot or by hand.
- Coach shouts "Go!" — player at first cone must go around second cone.
- Coach rolls ball as player comes around second cone.
- Shooting player goes behind goal to retrieve next shot, then returns to end of line.
- No goalkeepers, so players practice accurate kicking.
- Change players and cones to opposite side.
- Progression — players take corner kick themselves with simple rotation of players, but this is more difficult, so let them master the simpler practice first.

Teaching points

- As they become better, narrow the goal or deliver quicker passes.
- Point out that most shots in illustration will be taken left-footed. When practice is switched, they will be predominantly right-footed.
- Total concentration — head down, with eye on the ball.
- Encourage *accuracy* rather than stressing power shooting.
- Use inside of foot, like a hockey stick.
- Encourage players to strive to become "two-footed."

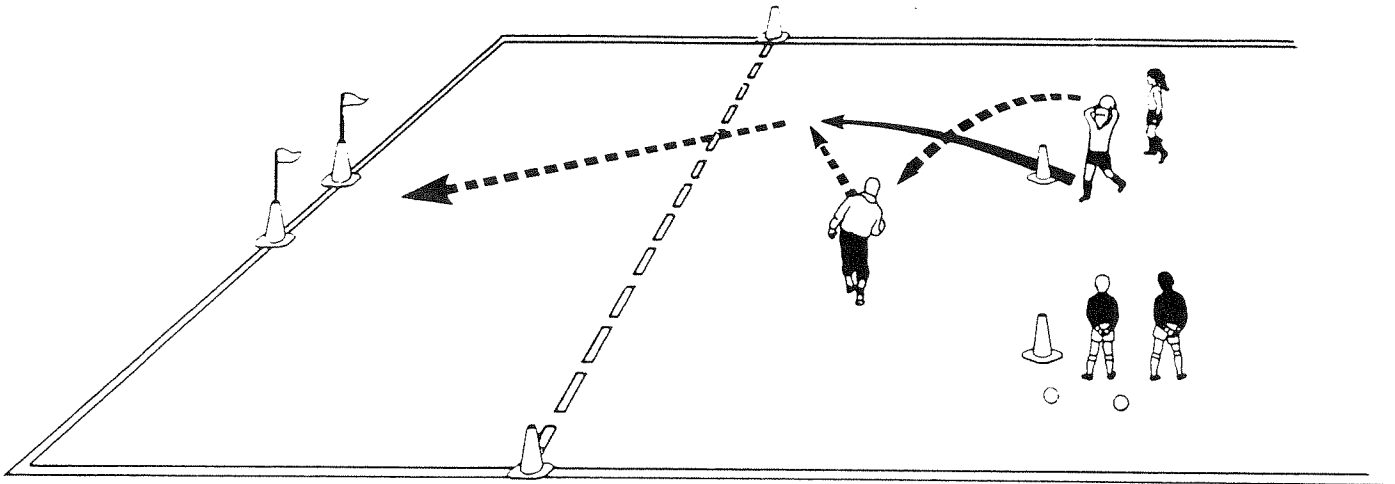
Target

- To record the number of the team's scoring attempts that succeed in 20 shots, and keep score for each practice.

Mack I

Objective

To develop passing and shooting skills with both feet and to teach the proper techniques for throw-ins.



Organization

- Two marker cones placed five yards in from each sideline 15 yards from the goal.
- No goalkeeper and goals may be narrowed.
- First player on right “throws-in” to coach, who rolls ball for a first-time, right-footed shot.
- Player retrieves ball, then goes to back of the left line.
- First player at left marker cone does same exercise but shoots with left foot, retrieves ball and goes to back of the right line.

Teaching points

- No goalkeeper, so players don’t sacrifice accuracy for power and poor technique.
- Encourage careful, accurate shooting.
- For weaker players, roll ball closer to goal.
- As all players improve, roll ball at 90-degree angle or greater, or move cones back to force more power in shot without losing accuracy.
- Don’t change practice conditions too soon. Each team should try beating its “record”.

Target

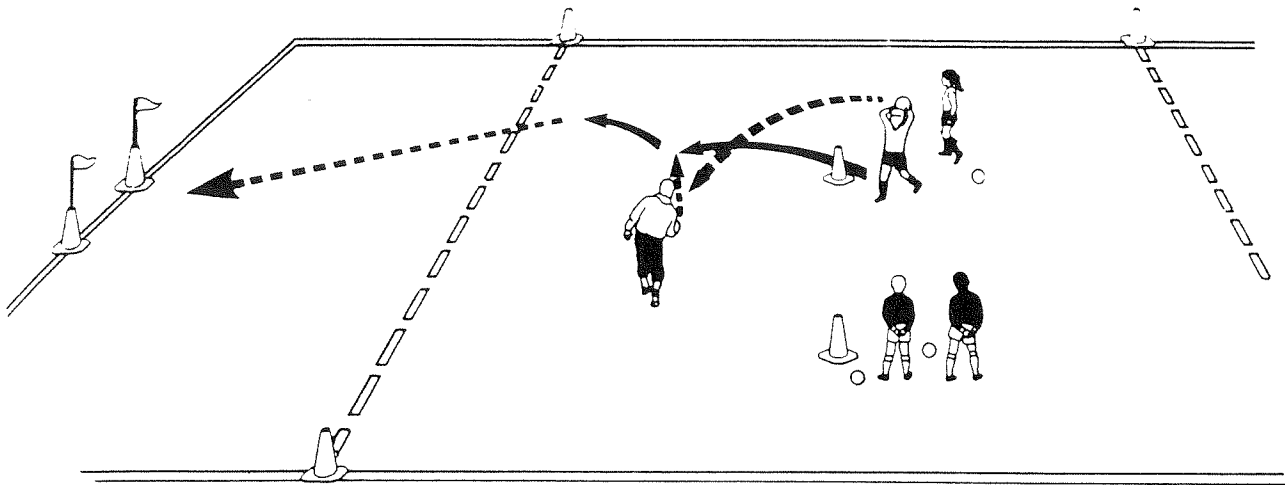
- How many of 20 shots by the “team” are successful — record results for future competition.

Mack I and Mack II are named after John McKenzie, who helped develop both practices.

Mack II

Objective

To develop the skills of ball control while practicing the throw-in technique and kicking with both feet.



Organization

- Identical practice to the Mack I except every player must control the ball first before shooting. Shot must be left-footed from left, right-footed from right.
- Coach may vary his service to encourage different types of controlling touches:
 - a) Initial practices — roll ball for ground control;
 - b) Later, bounce or roll ball quickly at the incoming player to force quick decisions regarding the controlling surface;
 - c) Serve ball in the air for control with thigh, chest or foot.

Teaching points

- The controlling touches can be affected with foot or any part of the body except hands.

- The shot must be with the right from the right, and with the left from the left. Therefore, control ball to the appropriate side to provide an angle for shot.
- Cushion ball with part of body controlling the ball.
- Encourage “two-touch” play — the first to control, the second to shoot, whenever possible. But don’t make it compulsory.
- This is a much more difficult exercise than MACK I, so allow players as many touches as they need before shooting with the right or left foot, whichever is required.

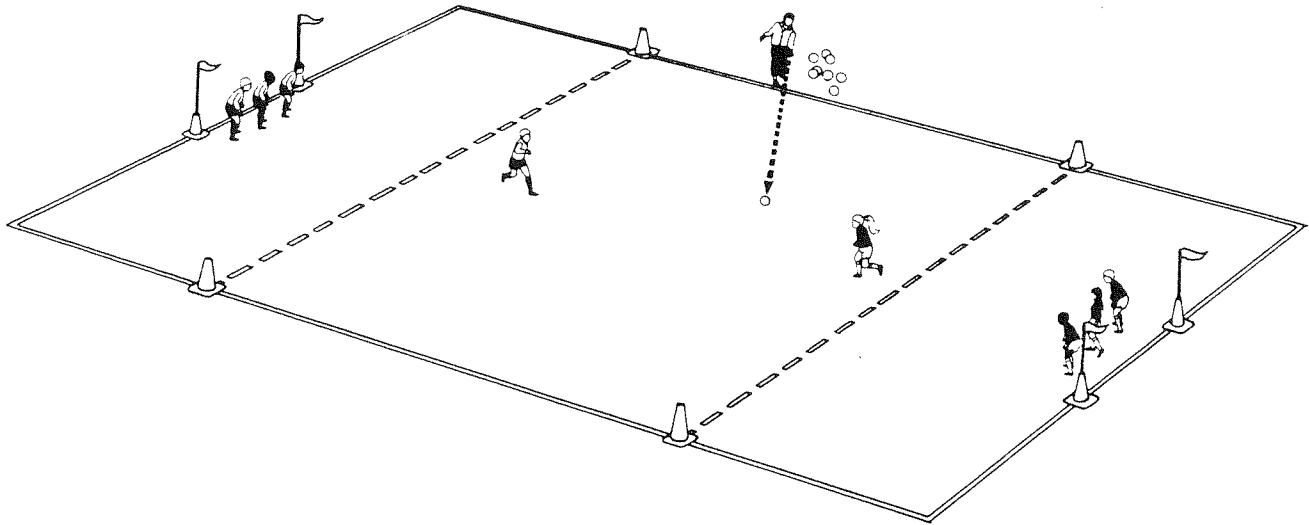
Target

- To control the ball and to score; keeping of results optional.

The Numbers Game

Objective

To develop good attacking and defending skills in a “fun game” practice and to use 1 vs 1 and 2 vs 2 as the learning situation.



Organization

- Use the 3-a-side *Micro Soccer* field.
- Widen the goals.
- All players start on goal line.
- Each player on each team is given a number.
- Coach calls out number. . . e.g. “three”. . . and rolls the ball into play.
- The two opposing number ‘three’ players leave the goal line immediately and compete for possession for a maximum of 20 seconds.
- Coach keeps the balls by him and rolls another ball into play if one is kicked out.
- Call two numbers — “one” and “three” — to create 2 vs 2.
- Remaining players defend goal, without

using hands, and must stay within one yard of goal line.

- If one player fails to respond to the number, a penalty is called — a free shot at open goal from half-way line, to keep players on their toes and make it fun.

Teaching points

- If organization is working, let them play, enjoy the game and learn by trial and error.
- Encourage attackers to take on opponents and *Go for Goal!*
- Defenders should stay on their feet as long as possible, rather than slide-tackling.
- Defenders must run back even when beaten.

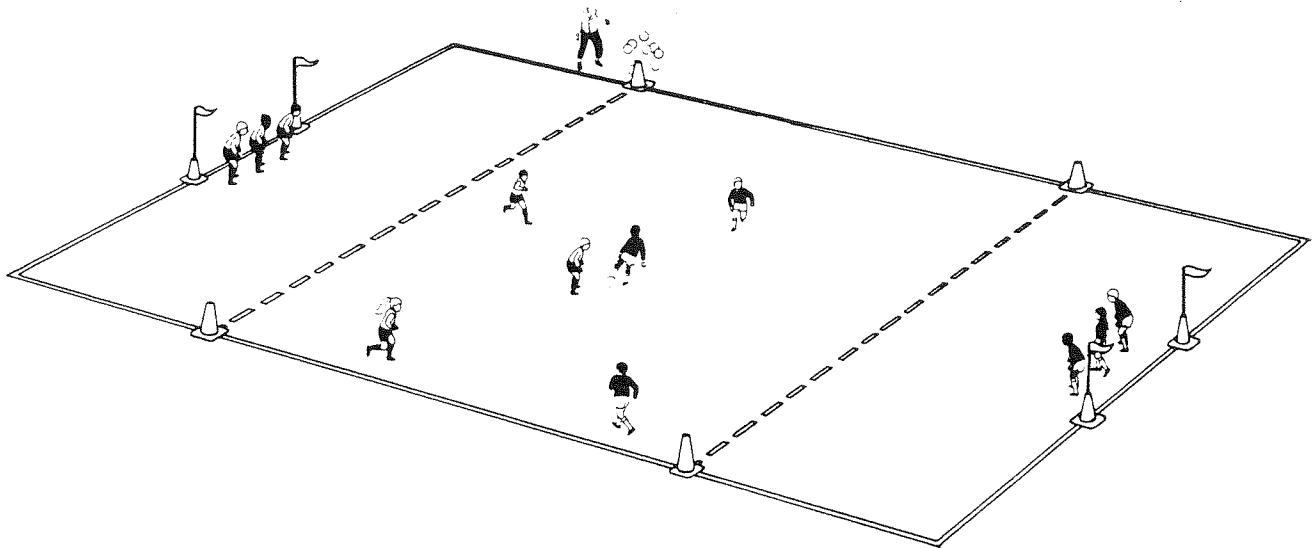
Target

- To outscore opposing team.

Change Soccer

Objective

To involve every player in a 2 vs 2 or 3 vs 3 fun game emphasizing co-operation and skills development.



Organization

- Group is split into two; if odd number, coach joins in or plays strongest squad a player short.
- In the example shown, three players from each team play a normal game.
- Three players on each team are collective goalkeepers — no handling and positioned no more than two yards off each goal line.
- Coach shouts “Change!” and on-field teams run back to goal line without touching the ball again — and to become the “goalkeepers”.
- “Goalkeeping” teams become the on-field teams and move quickly to win possession.
- Coach shouts “Change!” at any time.

- Make goals wide enough so that it's not too difficult to score.
- Any major infraction means a free shot from half-way line, with no goalkeepers.

Teaching points

- Encourage players to pass frequently in order to create scoring chances.
- Encourage “goalkeeping team” to move sideways together, as a wall.
- Defenders should help each other and should stay on their feet as much as possible.

Target

- To outscore the opposition.